



OCCT14002 *Specialisation in Occupational Therapy*

Term 2 - 2019

Profile information current as at 10/05/2024 10:34 am

All details in this unit profile for OCCT14002 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit builds upon the foundation knowledge and practice experience you have built throughout the occupational therapy course. The focus of this unit is to equip you to undertake autonomous, evidence-based practice as a new graduate in regional Australia. It is comprised of various modules which will advance your professional skills for independent practice. Each module will be offered in semi-block mode to enable immersion in a specialised area of clinical practice. The range of modules will be subject to resources including availability of experts to contribute. Depending on the number and scope of modules offered, there may be some choice in which modules you undertake. However, a compulsory module will focus on research and evidence based practice in occupational therapy, and you will work on a research project that follows on from the Evidence Review you undertook in OCCT13006, and then further developed in OCCT13005.

Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisites: OCCT13005 and OCCT13006

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2019

- Bundaberg
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Research Proposal**

Weighting: 50%

2. **Written Assessment**

Weighting: 30%

3. **Presentation**

Weighting: 20%

4. **Case Study**

Weighting: Pass/Fail

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Moodle "Have Your Say"

Feedback

Students commented on the benefits gained from being taught by specialist guest lecturers in modules that allowed immersion in a small number of topics.

Recommendation

Continue to offer the 4 specialist Modules currently offered. As numbers of students grow, there may be opportunity to increase the number of specialist Modules which will allow students to have choice in which Modules to pursue.

Feedback from Moodle "Have Your Say". Lecturer who provided the Dementia Module.

Feedback

Four of the nine students who responded on Moodle "Have your say" made a comment that the Dementia Module was valuable, but could be condensed from 5 days to 3. The lecturer who delivered this Module also felt that the material could be condensed and fewer videos shown in class (but the links provided to students for future use).

Recommendation

The Dementia Module be shortened to 3 days, which is a similar length to the other Modules offered in the Unit.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Develop client-centered, evidence-based intervention plans for clients in specialty areas
2. Prepare research plans (including protocols and ethics applications) for projects that provide evidence to improve occupational therapy practice in specialist areas
3. Communicate evidence orally to a wide range of stakeholders to improve occupational therapy practice in emerging or specialist areas.

Per NPC1301

Alignment of Learning Outcomes, Assessment and Graduate Attributes



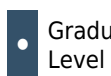
N/A
Level



Introductory
Level



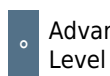
Intermediate
Level



Graduate
Level



Professional
Level



Advanced
Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Research Proposal - 50%	•	•	
2 - Written Assessment - 30%		•	
3 - Presentation - 20%			•
4 - Case Study - 0%	•		

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving		•	
3 - Critical Thinking	•	•	
4 - Information Literacy	•		
5 - Team Work	•	•	
6 - Information Technology Competence			
7 - Cross Cultural Competence			
8 - Ethical practice		•	
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Research Proposal - 50%	•	•	•	•	•			•		
2 - Written Assessment - 30%	•				•			•		
3 - Presentation - 20%	•		•		•	•				
4 - Case Study - 0%	•	•	•							

Textbooks and Resources

Textbooks

OCCT14002

Supplementary

An occupational therapist's guide to home modification practice.

Edition: 2nd (2018)

Authors: Ainsworth, E. & de Jonge, D.

SLACK Inc

Thorofare , NJ , USA

ISBN: 9781630912185

Binding: Hardcover

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Supplementary

Introduction to Research: Understanding and applying multiple strategies

Edition: (5th ed). ((2016).)

Authors: DePoy, E., & Gitlin, L.N.

Elsevier

New York , New York , USA

ISBN: 9780323261715

Binding: Paperback

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Supplementary

Pain: A textbook for health professionals

Edition: 2nd ed. (2014)

Authors: Van Griensven, H., Strong, J., & Unruh, A.M.

Churchill Livingstone Elsevier, Edinburgh.

Edinburgh. , Scotland

ISBN: 9780702034787

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Presentation software such as MS Powerpoint

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Pamela Meredith Unit Coordinator

p.meredith@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Research & Evidence-Based Practice Session 1: Writing a research proposal Session 2: Conducting ethical research	<p>O'Leary, Z. (2017). The Essential Guide to doing your research project (3rd ed). Thousand Oaks CA: Sage. Chapter 3.</p> <p>DePoy, E., & Gitlin, L.N. (2016). Introduction to Research: Understanding and applying multiple strategies (5th ed). New York: Elsevier.</p> <p>Portney, L., & Watkins, M. (2015). Asking the research questions (pp. 121-138) and Writing a Research Proposal (pp. 759-770). In Foundations of clinical research (3rd ed.) Upper Saddle River, NJ: Prentice-Hall Inc.</p> <p>Talbot, L., & Verrinder, G. (2008). Turn a stack of papers into a literature review: Useful tools for beginners. Focus on Health Professional Education: A Multidisciplinary Journal, 10(1), 51.</p> <p>Also:</p> <ul style="list-style-type: none"> • Review your own Evidence Review Parts 1 and 2 from last year. • Conduct updated literature search on topic and review previous articles included in the review, as well as any new articles. • Begin talking with your partner about what research is required in this field. 	

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Research & Evidence-Based Practice Session 1: Presenting your research Session 2: Individual group sessions with Pam	<p>Portney, L., & Watkins, M. (2015). Ethical issues in Clinical Research. In Foundations of clinical research (3rd ed.) (pp. 47-60). Upper Saddle River, NJ: Prentice-Hall Inc.</p> <p>Fitzgerald, M.H., Phillips, P.A., & Yule, E. (2006). The research ethics review process and ethics review narratives. Ethics & Behavior, 16(4), 377-395.</p> <p>DePoy, E., & Gitlin, L.N. (2015). Research Ethics. In Introduction to research: Understanding and applying multiple strategies. Elsevier Health Sciences.</p>	

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Research & Evidence-Based Practice Session 1: Content determined based on need as required to reinforce earlier content Session 2: Individual group sessions with Pam	See earlier resources	

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
	Ainsworth, E., & de Jonge, D. (2011). An occupational therapist's guide to home modification practice. Thorofare, NJ: SLACK Inc. Specific chapters will be nominated on Moodle.	
Module 2: Home Modifications Over three days - Wednesday, Thursday and Friday. Students are required to attend all days.	Parts of the following documents as loaded onto Moodle: Standards Australia. (2009). AS1428.1. Design for access and mobility – General requirements for access – New building works. Standards Australia. (1995). AS 4299 – Adaptable Housing. Standards Australia. (1992). AS1428.2. Design for access and mobility – Enhanced and additional requirements – Buildings and facilities.	

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
	Scanlan, J.N., & Novak, T. (2015). Sensory approaches in mental health: A scoping review. Australian Occupational Therapy Journal, 62, 277-285. (CRO)	
Module 3: Pain Delivered over three days - Wednesday, Thursday and Friday. Students are required to attend all days.	Czyzewski et al. (2016). Maintenance of pain in children with functional abdominal pain. Journal of Pediatric Gastroenterology & Nutrition, 62, 393-398. (CRO not available) Van Griensven, H., Strong, J., & Unruh, A.M. (2014). Pain: A textbook for health professionals (2nd ed.). Churchill Livingstone Elsevier, Edinburgh. Chapter 1- Introduction to pain pp. 1-8 Chapter 6- Neurophysiology of pain pp. 77-90 Chapter 7- Assessing pain pp. 91-114.	Home Modification Quiz due by Midnight Tuesday

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Pass/Fail Pain Quiz due by Midnight Tuesday

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Research & Evidence-Based Practice	See earlier resources	
Session 1 and Session 2: Group sessions with Pam		

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Module 4:
Dementia
Session 1: Introduction to Dementia
Effects of Dementia on function.

Session 2: Person with Dementia and
carer will present to class.

A full reading list is available on
Moodle.

Research Proposal Due: Week 7
Friday (6 Sept 2019) 12:00 am AEST

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Dementia Session 1: Dementia - Special populations and issues.	A full reading list is available on Moodle.	50% Research proposal due by midnight Friday
Session 2: The 3Ds: Dementia, Depression and Delirium.		

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Dementia Session 1: The impact of the environment. Interventions, occupational therapy and principles of care.	A full reading list is available on Moodle.	30% Ethics assignment due Friday Ethics Application Due: Week 9 Friday (20 Sept 2019) 12:00 am AEST
Session 2: Care contexts and cognitive assessments.		

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Research & Evidence-Based Practice Research meetings with Pam by arrangement		Pass/Fail Dementia Quiz due by midnight Tues.

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
No classes - Preparation for conference		Draft of PowerPoint due to Pam by midnight Monday week 11 for comment.

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Fourth Year Conference. All day attendance is required.		20% Conference Presentation Copy of conference PowerPoint and notes to be submitted via Moodle the evening before the conference Conference Presentation Due: Week 12 Wednesday (9 Oct 2019) 11:45 pm AEST

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Research Proposal

Assessment Type

Research Proposal

Task Description

Writing a Research Proposal: As a clinician, there are many opportunities to undertake research to gather evidence to support practice. This assessment task provides you with an opportunity to write a research proposal in the format typically used in the health care system. The research proposal template used is similar to the templates used for community grant applications that you might apply for in the future. Students are required to develop a Research Proposal using the template supplied in Moodle. Maximum length is 4,000 words.

The Proposal will include the following components:

1) Names, 2) Supervisors, 3) Title, 4) Statement of research problem, 5) Statement of the purpose of the study, 6) Define key terms, 7) Literature review, 8) Method, 9) Scope and limitations, 10) Significance and contribution to knowledge, 11) Presentation and References.

Assessment Due Date

Week 7 Friday (6 Sept 2019) 12:00 am AEST

Return Date to Students

Week 10 Monday (23 Sept 2019)

Return through Moodle

Weighting

50%

Minimum mark or grade

You must obtain a minimum grade of 25 out of 50 for this assessment item, and you must pass this assessment item to pass the unit.

Assessment Criteria

A marking rubric is available on Moodle. The rubric guides you through the information required for successful completion of each section. In summary, the first part of the Research Proposal is graded out of 90 marks which covers the areas of: Statement of the problem (5 marks), purpose of the study (5 marks), definition of key terms (2.5 marks), literature review (25 marks), method (30 marks), scope and limitations (5 marks), significance and contribution to knowledge (10 marks), presentation and references (7.5 marks). This is completed as a group assignment and grades are group grades. An additional individual reflection is graded out of 10 marks, making the total marks for this assessment item 100 (or 50%).

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online Group

Submission Instructions

Submit through Moodle

Learning Outcomes Assessed

- Develop client-centered, evidence-based intervention plans for clients in specialty areas
- Prepare research plans (including protocols and ethics applications) for projects that provide evidence to improve occupational therapy practice in specialist areas

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Ethical practice

2 Ethics Application

Assessment Type

Written Assessment

Task Description

Any research undertaken by anyone (students, researchers, and clinicians alike) in the healthcare or university sectors must be carried out following the national guidelines for the ethical conduct of research. In this assessment task, you are required to write an ethics application for your research proposal, using the CQU ethics template. The CQU ethics template is similar to the template used by many universities, and is also similar to the Human Research Ethics Application (HREA), which is used in many health care facilities. The CQU ethics template (modified specifically for the purpose of OCCT14002), located on the Moodle site, asks students to describe the project, identify the participants, outline any ethical concerns or risks, and discuss how these will be managed.

Assessment Due Date

Week 9 Friday (20 Sept 2019) 12:00 am AEST

Return Date to Students

Week 12 Monday (7 Oct 2019)

Return through Moodle

Weighting

30%

Minimum mark or grade

You must obtain a minimum grade of 15 out of 30 for this assessment, and you must pass this assessment item to pass the unit. This assessment item is eligible to be resubmitted if failed.

Assessment Criteria

The Ethics Application task is graded out of 30 marks and a grading rubric is available on Moodle. In summary, students are provided marks for their description of the project, risk, participant recruitment, funding, consent process and forms, information protection, and dissemination of results.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online Group

Submission Instructions

Submit through Moodle

Learning Outcomes Assessed

- Prepare research plans (including protocols and ethics applications) for projects that provide evidence to improve occupational therapy practice in specialist areas

Graduate Attributes

- Communication
- Team Work
- Ethical practice

3 Conference Presentation

Assessment Type

Presentation

Task Description

Disseminating research information through conference-style presentations is an important way to ensure cutting-edge research ideas and evidence are translated into practice. In pairs, students will present their Research Proposal to fellow students, CQUniversity staff, and members of the occupational therapy profession. A conference will be convened to showcase these presentations, along with presentations from the Unit OCCT14004.

Students have 15 minutes to present their work and 5 minutes for questions and further discussion. The following slide headings are suggested to students (with a total of 10-20 slides): Title of Project – including student and supervisor names, Background to the study (could be more than one slide), Aims of the study, Literature Review, Methods (a. Research Design, b. Participants & Sampling Strategy, c. Data collection methods, and d. Data analysis methods), Significance, Potential Limitations, Ethical considerations, and Questions.

Assessment Due Date

Week 12 Wednesday (9 Oct 2019) 11:45 pm AEST

Completed in-class. Provide copy of presentation and notes to lecturer the evening before the presentation.

Return Date to Students

After certification of grades

Weighting

20%

Minimum mark or grade

You must obtain a minimum grade of 10 out of 20 for this assessment, and you must pass this assessment item to pass the unit.

Assessment Criteria

The Conference Presentation is graded out of 20 marks, and the grading rubric is available on Moodle. In summary, the conference proposal is graded on the overall structure and content of the presentation (6 marks), presentation quality (4 marks), and the manner in which the students manage and respond to questions about their work (4 marks), with marks allocated for the student pair. An additional individual mark will be provided for each presenter for presentation style (6 marks).

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online Group

Submission Instructions

Submit powerpoint and any notes through Moodle before the conference presentation.

Learning Outcomes Assessed

- Communicate evidence orally to a wide range of stakeholders to improve occupational therapy practice in emerging or specialist areas.

Graduate Attributes

- Communication
- Critical Thinking
- Team Work
- Information Technology Competence

4 Mini Case Study Quizzes

Assessment Type

Case Study

Task Description

Following completion of each of the Dementia, Home Modification and Pain Modules, students will complete a brief case study quiz (three in total). Each of the three quizzes will be 'open book' and take place at the end of the final class of the module. Each of the three quizzes will present case study information against which you will answer five brief questions. You must achieve a pass mark for each quiz to pass this unit.

Assessment Due Date

The quizzes will be available online on the final day of each module. The quiz will remain open until the Tuesday following the end of the module.

Return Date to Students

Results will be returned within two weeks following the due date of quiz results (i.e., the following Tuesday)

Weighting

Pass/Fail

Minimum mark or grade

You must obtain a minimum grade of 7 out of 15 for this assessment item, and you must pass this assessment item to pass the unit.

Assessment Criteria

Each of the three quizzes will be completed by students individually, and will be graded out of 5 marks. Answers to questions will be marked as either correct or incorrect. Students are required to achieve a minimum of 7/15 marks for these three quizzes combined in order to achieve a "pass" grade for this assessment item. Students must pass this assessment item to pass the unit.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

The quizzes will be made available online through Moodle

Learning Outcomes Assessed

- Develop client-centered, evidence-based intervention plans for clients in specialty areas

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem